Selecting Music Worksheet: Proficient Level
Select three contrasting pieces or sections of music. Complete one worksheet for each piece.

Name: ___________________________ Date: 11/28/15

Name of piece: Two Spanish Dances Composer: Lenox Ostrander

Describe the type (context) of performance program for which this piece would be appropriate and explain why.

The first song I have is a solo piece. The first movement is slow, more emotional, but the second movement is more energetic, fast, and more upbeat.

<table>
<thead>
<tr>
<th>Measure #s</th>
<th>Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency</th>
<th>Performance improvements goal(s) indicating the specific area in the structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>A problem that I will mostly likely have with this song are these measures because of the small notes, the little slurs, and also the dynamics.</td>
<td>I would practice at a slower tempo so that I would be able to play the runs correctly and also the staccatos and slurs. After practicing at a slower tempo, I would increase the tempo till I feel comfortable with the tempo.</td>
</tr>
<tr>
<td>6-11</td>
<td>The Cadenza would be a small problem because there can be different ways to play the Cadenza.</td>
<td>In the Cadenza I would play each time differently and just improve until I am comfortable with a way of playing the Cadenza.</td>
</tr>
<tr>
<td>Part II</td>
<td>In the second part these measures I would have to emphasize the slurs and staccatos in the runs and at the same time crescendoing and decrescendoing.</td>
<td>In these couple of measures I would have to emphasize the slurs by saying &quot;dib&quot; and I would make sure I move my slide correctly when I slur.</td>
</tr>
<tr>
<td>7-15</td>
<td></td>
<td></td>
</tr>
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**Selecting Music Worksheet: Proficient Level**  
*Select three contrasting pieces or sections of music. Complete one worksheet for each piece.*

**Name:**  
**Date:** 11/29/15

**Name of piece:** You'll never walk alone  
**Composer:** John J. Morrissey

Describe the type (context) of performance program for which this piece would be appropriate and explain why.

This song would be in the end song slot at the concert. The song and it is a very emotional piece and I would like to have the same mood set as the other pieces. This song would show my emotions and feeling to the audience.

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<td>13 - B</td>
<td>In these measures I have held many notes and I would just how to give each note a full value and make sure the note is in tune so it doesn't mess up the chord.</td>
<td>I would practice my part by singing next to a tuner and making sure my notes to go out of tune.</td>
</tr>
<tr>
<td>B - C</td>
<td>In this part of the song it is my solo and I am going to have to emotionally connect to what this song is trying to say and perform it in that manner.</td>
<td>I would practice my solo by listening to the actual song and actually try to connect and try to understand the song and then I would be able to play the solo with more success.</td>
</tr>
<tr>
<td>C - 1st bars</td>
<td>In this part of the song I am the supportive role to the melody which Trombone 2 has. I would have to make sure I don't play too loud or too soft. Just enough to support.</td>
<td>I would definitely practice this part to make sure I get the dynamics right and get the build up of the song right as well. I would also make sure I stay in sync with the wind brass section and make sure I don't overplay and support the melody.</td>
</tr>
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Selecting Music Worksheet: Proficient Level

Select three contrasting pieces or sections of music. Complete one worksheet for each piece.

Name: ___________________________ Date: ________________

Name of piece: Brahms: Hungarian Dances, Op. 33, No. 2 Composer: Piotr Blaszkowski

Carol of the Bells, Op. 25

Describe the type (context) of performance program for which this piece would be appropriate and explain why.

This would be my last song and most of the parts are more together than the other songs which makes it more simple. Most of the song is also repetitive which also helps learning it faster.

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<td>13 - 17</td>
<td>This rhythm is a little difficult because of fast slide movement and the staccato.</td>
<td>I would practice this part in a slow tempo in order to get this rhythm correct. Then I speed up the tempo until it's correct.</td>
</tr>
<tr>
<td>33 - 46</td>
<td>In this part of the song I'm playing chords and I'm going to have to be able to keep in time with the rest of the band section.</td>
<td>I would practice this section by putting next to a tuner and making sure I play the notes right and do them rhythmically.</td>
</tr>
<tr>
<td>58 - 67</td>
<td>In this part of the song the hard part is counting because of the dotted quarter notes in these measures.</td>
<td>I would practice this by substituting the measure in my head while playing it.</td>
</tr>
<tr>
<td>68 - 75</td>
<td>In these last measures I'm playing chords and so is the rest of the brass section. So I would have to make sure I'm in tune with everyone else and make sure there is a balance of sound with everyone else.</td>
<td>I would practice this by listening to the whole brass section and making sure I am balancing with everyone else.</td>
</tr>
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**Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet (Proficient)**

**Musical Selection/Section Rehearsed:** You'll never walk alone

Identify a specific section or problematic measures for today's practice. Provide reflection on your practice analysis, interpretation, rehearsal, and self-evaluation for future refinement. Use appropriate music vocabulary in your descriptions.

### Analyze

**What is going on in the music?** (e.g., elements of music, compositional devices, structural elements...) What parts of the music are difficult for me to perform? (e.g., rhythm, notes, phrase marks, breathing, dynamics...) How will you use this to guide your practice?

Measures B through C: I have a solo. What is difficult in this part of the song is the breathing and emoting my feelings and emotions to the solo.

### Interpret

**What is to be expressed through this piece or section?** How can you make it fit the context of the piece? (e.g., dynamic contrast, phrasing/text painting, tempo variety, tonal manipulation...?)

When I listened to the song, it was about having hope and never giving up on hope. I will try to express the same feelings as in the original song.

### Rehearsal Plan

**What strategies (goals/process) will you use to address musical problems in order to help you achieve an accurate and expressive performance?** (e.g., rhythmic accuracy, diction, meaning of text, defining terms, technical and expressive skills...)

First, I would listen to actual song a couple times and try to understand the music and get the same feeling as well. After I do that, I will attempt to play it complete times and record it. I will see which recording sounds the best and try to play my solo every single time like the recording.

### Evaluate and Refine

**Checking results – Did I perform this selection more accurately/expressively than I did when I began? Can I make more improvements? What are my next steps?**

I think I definitely improved more but I still do think I have reached my goal yet. The next step is just to keep listening to the music and to understand it more and use that to reflect it to my solo.

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Assessment Overview

Parent/Guardian of